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A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume IV, A Suggested Curriculum Guide for Preparing Food Service Workers for Entry Level Jobs.

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Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level food service occupations were developed as part of a pilot study which is reported in VT 006 870. The 1-year program requires 2 hours daily plus 10 hours per week on-the-job work experience. Content areas are: (1) Introduction to Food Services, (2) Sanitation in the Food Industry, (3) Selection, Use, and Care of Equipment, (4) Recipe Use, Packaging, Costs, Receiving and Storing, (5) Quantity Food Preparation, (6) Evaluation, (7) Overview of the World of Work, (8) Today's Labor Force, (9) Securing a Job, and (10) Success on the Job. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations, and evaluation. Resource materials keyed to each sub-concept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work and food services. (FP)

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FINAL REPORT
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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
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A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

VOLUME IV - A SUGGESTED CURRICULUM GUIDE FOR PREPARING FOOD SERVICE WORKERS FOR ENTRY LEVEL JOBS

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August, 1968

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RESEARCH FOUNDATION
OKLAHOMA STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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VOLUME IV - A SUGGESTED CURRICULUM GUIDE FOR PREPARING FOOD SERVICE WORKERS FOR ENTRY LEVEL JOBS

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U. S. DEPARTMENT OF
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OVERVIEW TO FOOD SERVICE

1. Scope - A Suggested Curriculum Guide for Preparing Food Service Workers for Entry Level Jobs was developed for use with high school students at the 11th and 12th grade levels. Major emphases include orientation to the world of work, sanitation and safety, selection, use and care of equipment, and quantity food preparation.

   Length of program - one year of 36 weeks including two hours of classroom experience daily and 10 hours per week of on-the-job work experience duty.

   Credit - 3 units of credit.

2. Purpose - The purpose of the program is to prepare high school junior and senior boys and girls to become employable in entry level jobs in food service.

3. Overall Objectives for the Program:

   To develop an increased awareness of the various job opportunities available to a food service worker.

   To develop an awareness of and a desire to develop personal characteristics or qualities needed for job success.

   To develop a positive attitude toward work as a part of life and a desirable segment of education.

   To acquire some basic knowledge in quantity food preparation.

   To develop skills for successful performance as required for food service workers.

   To develop a desire to obtain a job in food service on completion of the training program or to continue education for a more technical job or a profession in food service or a related area.

4. Needs Based on Survey Findings - The area of food service offers varied entry level jobs for specially trained high school boys and girls. A survey of 42 Stillwater food establishments indicated that there is a need for trained food service workers. Among the establishments contracted, it was indicated that the most difficult jobs to fill were cooks, night shift workers and waitresses. These are primarily entry level jobs. Over half of the 42 food establishments indicated a willingness to provide work experience for students enrolled in the food service training program.

The survey indicated that there was abundant opportunity for employment of food service workers. Forty of the interviewees indicated they would hire a person who had completed the gainful employment program if they had an opening. A job analysis based upon survey findings indicated that a food service worker needed knowledge of principles of cookery and skill in quantity food preparation. Employers indicated that a wholesome attitude toward work would be beneficial in employer-employee relationships.

5. Use of Materials - The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a food service program based on the needs of the community as identified through a survey. Each teacher will want to assess his own experiences and competences, the needs and opportunities in his community and the needs and capabilities of his students before outlining the program. A survey of the community will be helpful, as well as the appointment and use of an advisory committee.

As each individual teacher plans his program, he should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for the situation. These should be adapted and supplemented to meet the needs of the students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behavioral Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content, and to include specific behavior in the cognitive, affective, and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.

Generalizations - Two types are listed. The first is considered overall for the purpose of guiding the teacher in selecting learning ezperiences, evaluation methods, etc. The second "Student Generalizations" is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource materials - Resource materials are listed in two places. At the end of each unit, resource materials are listed for each subconcept. In the bibliography is a complete listing of all references suggested for the course. These materials should be supplemented by those available in each classroom.

The units "Orientation to the World of Work" and "Introduction to Food Services" were presented at the beginning of the school year. Throughout the year various aspects of the World of Work were emphasized. However, units may be taught in any sequence which fits the student, the community, and the teacher. The teacher may find ideas in the materials from which she can create units which are more applicable in her situation.

Various evaluation forms and teaching devices are included in the Supplementary Materials. These have proved useful in the particular situation in Stillwater. They are included as suggestions of the type materials the teacher may adapt or develop for use in the particular situation.

UNIT I - INTRODUCTION TO FOOD SERVICE

OBJECTIVES: To become aware of vocational opportunities available to students in food services and the need for trained food service employees.

To recognize personal qualities desired for food service personnel.

To develop an understanding of laws and regulations which apply to food service.

To develop good work attitudes and to understand that attitude is as important as skills and abilities in holding a job.

To understand the importance of following directions closely in food service work.

To develop good health habits and improve personal appearance.

GENERALIZATIONS: Knowledge of possible job opportunities and types of work involved in the field of food services provides a basis for job preparation.

Knowledge of personal qualities required for food service workers enables one to be better prepared for the job.

Laws and regulations which apply to food service work are for the protection of employer, employee, and customer.

Cooperation with management, fellow employees and customers contributes to harmonious work relationships.

Effective use of time and energy contributes to good work habits.

Food Services require workers who practice good habits of health and cleanliness.

Subconcept A. JOB OPPORTUNITIES FOR TRAINED FOOD SERVICE WORKERS

<u>Experiences</u>:

...Discuss local and national need for food service personnel.
...Use the Occupational Handbook to discover information on food service occupations and the increasing demand.
...Show and discuss filmstrip, "New Horizons in Food Service Careers."
...Read and discuss pamphlet, "Careers in Quantity Food Service."

...Have resource person, such as employer, discuss the need for trained food service workers.
...Discuss areas of food service occupations such as management, promotions, sales, and sanitation.
...List possible jobs in the food service industry and state opportunities for advancement.
...Have student reports on growth and importance of the food industry from newspapers and magazines.

Student Generalization:
...Studying and understanding an occupation makes training more meaningful.

Evaluation:
...Students write a summarization of job opportunities in the food service industry.

Subconcept B. QUALIFICATIONS FOR FOOD SERVICE PERSONNEL

Experiences:
...List qualifications desired for food service workers.
...Discuss the importance of these qualifications and how they affect one's job.
...Discuss good grooming and its importance in getting and holding a job.
...Have cosmetologist demonstrate care of hands, nails, and application of make-up.
...Discuss appropriate clothing and hair styles for men and women in food services.
...Study differences between regulation uniforms and individual choice uniforms. Arrange display of suitable and unsuitable jewelry to be worn with uniform.
...Study advantages and disadvantages of various types of uniforms: compare fabric, launderability, and comfort.
...Take field trip to observe various types of uniforms.
...Have county health nurse or county sanitarian talk on importance of health of food handler to health of customers.
...Show film to emphasize importance of good health practices.
...Discuss importance of clean uniforms. Demonstrate spot removal of mustard, catsup, coffee, fruit juice, and other stains from uniforms.
...Study necessity for correct posture in food service work.

Student Generalization:
...Employers hire people with desirable personal qualities.

Evaluation:
...Students write a paper on "How I Could Improve Myself."

Subconcept C. LABOR LAWS AND REGULATIONS IN FOOD SERVICE

Experiences:
...Study laws and regulations specifically related to food service jobs, such as those pertaining to labor unions, minimum wages, etc.
...Have students report on jobs they might be interested in and look up which laws would apply to these jobs. Discuss which qualifications would be required for each job.
...Examine work permits for school record and have students fill out permits.

Student Generalization:
...A knowledge of laws and regulations related to food service jobs aids in protection of the employee.

Evaluation:
...Quiz.

Subconcept D. WORK RELATIONSHIPS

Experiences:
...Have employer report on what is expected of an employee in food service work.
...Role play various situations between waitress and head chef, hostess and waitress, and waitresses working together to show how courtesy pays.
...Practice waitress skills and duties in class by following directions of a fictitious boss.
...Role play a typical situation where the "customer is always right!"
...Discuss traits of a healthy personality such as friendliness, dependability, consideration, enthusiasm, and resourcefulness.

Student Generalization:
...Getting along with each other promotes better working environment.

Evaluation:
...Students analyze work relationships at work and try to make improvements.

Subconcept E. TIME SCHEDULING

Experiences:
...Cite the purpose of a time schedule and show examples of time schedules likely to be found in food service establishments.
...Have students observe in a food service situation for a block of time and pay particular attention to the time schedule used.

...Study and discuss school cafeteria time schedule.
...Have manager of food service establishment discuss factors that influence the time schedule.
...Devise a time schedule for a given situation and evaluate whether time was used efficiently.

Student Generalization:
...Efficiency is promoted by use of time schedules.

Evaluation:
...Have students make out a time schedule for a particular task which they believe would allow for efficient use of time.

RESOURCES

Resource	Subconcept				
	A	B	C	D	E
Gates and Miller		X			X
Jenkins, Bauer, and Shacter		X			
Films:					
Good Looks		X			
Posture Habits		X			
Magazines:					
"Outline for Studying an Occupation"	X				
Other Materials:					
The Correct Waitress				X	
Food Service Industry		X			
Occupational Outlook Handbook	X				
The Thalco Trainer		X			
What Employers Want				X	

UNIT II - SANITATION IN THE FOOD INDUSTRY

OBJECTIVES: To develop appreciation of principles involved in good sanitation.

To understand the importance of health laws, sanitary practices, and cleanliness.

To develop an awareness of bacteria and how they grow.

To develop knowledge of foods which are easily contaminated by the disease-causing bacteria.

To learn to handle food in a sanitary manner.

GENERALIZATIONS: High sanitation standards are essential for food service workers.

An understanding of the principles of personal health and hygiene promotes improved health practices.

Appropriate cleaning and storage methods and proper food handling contribute to the provision of quality food.

The laws concerning food and food handlers aid in protecting public health.

Subconcept A. SANITATION

Experiences:

...Define sanitation. Discuss the history of sanitation.

...Secure parental approval and take physical examination and immunizations. Fill out health certificate and secure health card.

...Have health nurse talk to class on ways germs are transmitted.

...View and discuss film - "A Public Well Served."

...Have sanitarian talk to class on why persons affected with communicable diseases should not work in food service establishments.

...View and discuss the film - "Safe Food for Safe Health."

...Discuss importance of personal cleanliness and the sanitary preparation of food. Discuss ways hands may become contaminated. Demonstrate and practice correct hand washing.

...Discuss cleanliness in regard to dress, hair, hands, finger nails, restrooms, and use of tobacco.

Student Generalization:

...By practicing sanitation principles, the food service worker, the customer, and the food are protected against contamination.

Evaluation:

...Develop and use rating sheet on personal cleanliness.

Subconcept B. BACTERIA AND HOW THEY GROW

Experiences:

...Observe microorganisms under a microscope. Prepare experiment showing bacterial growth using petre dishes from biology department.
...Discuss transmittal of disease-causing bacteria.
...View films "Outbreak of Staphylococcus Intoxication" and "An Outbreak of Salmonella Infection."
...Study reproduction shapes and habits of bacteria.
...Discuss food poisonings or intoxications which are caused by toxin produced by bacteria in food.
...Discuss the following food poisonings - staphylococcus, botulism, salmonella, and streptococcus - their means of contamination, how they grow, foods known to be susceptible, and effects of the poisonings.
...Point out categories of cooked foods which require special care in refrigeration and handling.
...Have students select pictures of foods from magazines that are easily contaminated.
...Develop a chart of temperature zones for the following: frozen food, freezing point, correct refrigeration zone, temperature zone bacteria grows best, dishwashing temperature, boiling point.

Student Generalization:

...Understanding how bacteria grows helps one realize the importance of proper food handling.

Evaluation:

...Quiz on bacteria growth and food poisonings.

Subconcept C. LEGAL SAFEGUARDS IN FOOD SANITATION

Experiences:

...Discuss laws for U. S. Government inspection of all meat and poultry crossing state lines that help safeguard public health.
...Investigate regulations of the "Pure Food and Drug Act" and milk ordinances.
...Acquaint students with local ordinances, such as wearing hairnets or hats, and with the food handlers permit.
...View sanitation rating scale to become aware of sanitation principles.

...View film - "Hash Slingin' to Food Handling."
Discuss and evaluate.
...View film - "The Scattergerm." Discuss.
...Tour various food establishments for a sanitation inspection with the sanitation officer.

Student Generalization:
...Public health can be protected by laws for food and food handlers.

Evaluation:
...Written evaluation of field trips and talks.

Subconcept D. FOOD HANDLING AND PUBLIC HEALTH

Experiences:
...Report on newspaper and magazine articles concerning food poisoning and disease.
...Study food spoilage and its control, sanitary care, and handling of food when serving.
...View and discuss film-"Hospital Food Service."
...Discuss and evaluate the film-"Germs Take Potluck."
...Read and discuss the control of insects and rodents.
...Discuss garbage and rubbish disposal and sanitary methods of cleaning garbage containers.
...Observe and record practices related to sanitation during work experiences and report to class.
...Practice correct habits related to sanitation.

Student Generalization:
...Knowing how to handle food correctly is an important sanitation principle.

Evaluation:
...Observe student practices in handling food.

RESOURCES

Resources	Subconcept			
	A	B	C	D
Cronan, Marvin		X		
Lundburg and Armastas	X			
Films:				
Germs Take Potluck			X	
Hash Slingin' to Food Handling			X	
Hospital Food Service				X
An Outbreak of Salmonella Infection		X		
Outbreak of Staphlococcus		X		
A Public Well Served		X		
Safe Handling of Foods in Quantity		X		
The Scattergerm			X	
Pamphlets:				
Controlling Household Pests		X		
Food Service Industry and Sanitation	X			
Pamphlets from State Dept. of Health	X	X	X	X
Other Materials:				
Food Service Sanitation Manual		X		
Instructor's Manual Course for Nursing Homes and Small Hospitals		X		
Sanitation of Food Service Establishments -- a guide for on the job training of personnel.	X			

UNIT III - SELECTION, USE, AND CARE OF EQUIPMENT

OBJECTIVE: To acquire knowledge of efficient kitchen arrangements.

To develop skill in the use and care of equipment.

To gain an understanding of work simplification and safety on the job.

GENERALIZATIONS: Safety of the worker depends on taking necessary precautions and operating equipment correctly.

Ability to use large and small equipment properly enables one to become an efficient and productive worker.

Proper use, care, and storage of tools results in satisfactory performance and long-lasting service of equipment.

Knowledge of the characteristics of materials used in the construction of equipment aids in determining correct use and care.

Organization of materials and tools and wise use of motions reduces fatigue and avoids confusion.

Subconcept A. SAFETY IN THE KITCHEN

<u>Experiences:</u>

...Tour kitchen checking each piece of equipment for safety measure required in using it. Read instructions for each large piece and discuss.
...Have nurse demonstrate method of removing glass splinters from a wound and other first aid treatments.
...Practice correct technique of picking up broken glass and handling knives and scissors.
...Arrange first aid kit for the kitchen unit.
...Have fire chief discuss causes of fires, preventive measures, and ways to control small fires.
...Demonstrate use of fire extinguishers and other means of fire control.
...Make bulletin board of clippins and brochures entitled "This Could Be You" showing accidents common in food service. Use "Home Tested Recipe For No Fire Diet" in class discussion.
...Discuss causes of accidents and the cost of accidents.
...Review safety and discuss how to avoid accidents and eliminate hazards.
...Have school electrician talk to class about safety measures, cut offs, safety buttons, valves, cords, and other safety devices.

Student Generalization:

...An understanding of how accidents happen and how to treat them aids in the protection of the food service worker.

Evaluation:

...List accidents which could occur around the cooking areas.

...List ways to safeguard against accidents when using electrical appliances.

Subconcept B. USE AND CARE OF LARGE EQUIPMENT

Experiences:

...Read carefully the manufacturer's directions for the use and care of the deep fat fryer including cleaning procedure and proper care of the fat. Students practice by preparing french fried potatoes, then siphoning, straining the fat, and cleaning the fryer.

...Discuss cleaning and maintenance schedules used in food establishments.

...Demonstrate how to use and clean the grill. Students examine the directions and use grill for broiling a food such as sausages or hamburgers. Follow the practice by cleaning the grill properly.

...Locate and use quantity equipment as often as practical.

...Observe in classroom or lunchroom, a demonstration on how to use and care for the commercial mixer. Practice by preparing a pudding mix or instant potatoes using the mixer. Practice dipping food with dipper, making neat servings. Clean mixer following the preparation period.

...Show the film - "Flying Saucers" or "Spotlight on Breakage." Review the film discussing satisfactory dishwashing procedures and breakage. Refer to a bulletin board prepared on breakage records and costs. Discuss ways to reduce breakage and when to discard dishes. Observe the operation of a dishwasher noting factors previously discussed. Review and discuss steps in dishwashing by hand.

...Have representative demonstrate the new features of the range, stressing principles of heating and uses.

...Field trip to eating establishment or hospital to observe the use and care of the steamer, stack ovens, trunnion, and other equipment.

...Review different ways of making coffee. Study advantages and disadvantages of each method. Discuss suitable food and equipment needed for a simple brunch or coffee. Prepare coffee using equipment in laboratory, lunch room or concession stand. Discuss coffee service and care of equipment.

...Serve coffee with simple refreshments to faculty members, employers, advisory committee, or business people.

Student Generalizations:
...Equipment works better if it is used and cared for correctly.
...Knowledge of how to use and care for large equipment helps one become a better food service worker.

Evaluation:
...Students write summary to present to class of important things observed on field trips.
...Students make a list of equipment observed and note the important points on use and care.
...Develop a maintenance and a cleaning schedule for large equipment.

Subconcept C. USE AND CARE OF SMALL EQUIPMENT

Experiences:
...Students report on the selection, use, and care of the following equipment:
skillets, griddles, pots, pans, dippers, ladles, french whips, knives, food choppers, toasters, meat slicers, salad maker.
...Display equipment discussed and compare according to factors needed in using such equipment.
...Demonstrate equipment and have student practice using it.
...Examine kinds of knives; choice, uses, and storage. Demonstrate the use of the french knife in making cabbage salad. Students practice using the knife. Discuss safety in using and storing the knives.
...Prepare chicken for sandwiches using food chopper.
...Use the toaster to toast bread for sandwiches. Make sandwiches and practice cutting, placing the sandwich on the plate and using a granish. Clean food chopper and toaster and store properly.
...Follow directions for using salad maker in preparing cabbage and carrots for a congealed salad. Clean and store salad maker.
...Students observe how equipment is used and cleaned on work experience.

Student Generalization:
...Proper use and care of small equipment makes it last longer.

Evaluation:
...List points to remember in use and care of the various pieces of equipment.
...Develop a maintenance and cleaning schedule for small equipment.

Subconcept D. MATERIALS USED IN CONSTRUCTION OF EQUIPMENT

Experiences:
...Discuss the use of iron, stainless steel, and aluminum in equipment construction.

...Show examples of equipment made from these metals.
...Discover the properties and characteristics of these metals which would affect use, care, and durability of equipment.
...Discuss other materials used in equipment construction, such as glass and plastic, and care required for equipment made from these materials.

Student Generalization:
...Knowing what equipment is made of aids in using and caring for it correctly.

Evaluation:
...Have students find pictures in food service magazines representing materials used in equipment construction and list care required.

Subconcept E. WORK SIMPLIFICATION

Experiences:
...Define the term "work simplification" and illustrate with pictures of food service kitchens.
...Discuss points which will simplify the work such as: analyzing the task, steps to follow, and ways to improve present methods.
...Examine present arrangement of equipment. Decide where equipment will be used first or most often. Students develop plan for storage according to use.
...Compile student's ideas; then rearrange small equipment in the laboratory. Analyze some work activities. Decide which jobs are related.
...Discuss ways to reduce fatigue and hurry; such as, assembling materials before beginning work, eliminating unnecessary steps, choosing related motions and cleaning up as work is done. Review ways to avoid difficult cleaning.
...Visit a restaurant. Ask county health or restaurant personnel to discuss specific standards for care of restaurant equipment such as drink machine, ice cream containers, dish and pie storage areas and others. Observe actual cleaning of counter areas.

Student Generalization:
...Correct arrangement of equipment and supplies helps make work easier.

Evaluation:
...Using a basic floor plan of a kitchen in a food establishment, students arrange basic pieces of equipment for more efficiency.
...Students develop individual plan to simplify work on the job. If possible, demonstrate the activity in class.

Subconcept F. EFFICIENT KITCHEN LAYOUT

Experiences:

...Explain good kitchen arrangement - use the school laboratory as an example.

...Draw the school laboratory on the bulletin board. Place a straight pin or map tack at each piece of equipment to acquaint students with facilities.

...Do motion study of food preparation. Teacher stand at board with a piece of yarn. Have student read a recipe. For each activity the students will take the yarn to that area. This will show many unnecessary steps and trips around the kitchen.

...Re-do motion study making changes in placement of equipment and pre-planning recipe procedure.

...Compare shcool laboratory with commerical kitchens emphasizing size and placement of equipment. Visit public service facilities.

...Identify and discuss various work area in commercial kitchens, the jobs performed there, kinds of equipment, and skills and knowledge required.

Student Generalization:

...Proper kitchen arrangement saves time and energy.

Evaluation:

...Using graph paper, students select a work station and identify efficient arrangements of equipment.

RESOURCES

Resource	Subconcept			
	A	B	C	D
Clawson		X		
Food Service Industry and Sanitation	X			
Fowler and West		X		
Instructor's Manual for Cooks in Nursing Homes and Small Hospitals			X	
Kotschevar Food Service and Planning		X		
Lundburg and Armatas		X		
Peet and Thye			X	
Starr				X
West and Woods	X			
Filmstrip:				
All About Knives		X		
Other Materials:				
Be Safe At Home	X			
Cornell University Bulletin No. 703 and 814				
Home Tested Recipe for No Fire	X			
Plan Your Kitchen to Take it Easy			X	
Safety Training Manual	X			
Small House Council			X	

UNIT IV - RECIPE USE, PURCHASING, COSTING, RECEIVING, AND STORING

OBJECTIVES: To learn how to use and adjust recipes.

To recognize basic techniques and procedures for quantity food preparation.

To learn the techniques of purchasing, costing, receiving, and storing food.

GENERALIZATION: Practicing basic techniques and procedures for quantity food preparation contributes to the service of quality food.

Subconcept A. INTERPRETING AND ADJUSTING RECIPES

Experiences:

...Study different standardized quatity recipes to become aware of information in recipe such as symbols, abbreviations, terms, directions, equipment, weights, measurements, and temperatures.

...Use programmed instruction booklet on terms and abbreviations (Sup. Mat.).

...Show films - "The World in Your Kitchen" and "Terms and What They Mean."

...Adjust a recipe according to quantity needed. Example: Divide the recipe in half and/or triple the recipe. Define and characterize reasons for using standardized recipes.

...Identify recipes that are standardized and recipes that are not.

...Have students keep card files and exchange recipes.

...Demonstrate the use of scales, pointing out the difference in weights of various ingredients. Example: Brown sugar and white sugar, sifted and unsifted flour. Product can be made during demonstration. Emphasize proper techniques of mixing and measuring.

...Demonstrate how to convert a quantity recipe from weights (lbs. - oz.) to liquid measurements (qts. - cups).

Student Generalization:

...Using standard recipes insures better products.

Evaluation:

...Have each student adjust and/or convert a recipe.

Subconcept B. COST CONTROL AND RECORDS

Experiences:
...Explain the use of records in food establishments, and how they help in cost control, stock control, and operation expenses.
...Determine types of records that would be necessary in a food establishment.
...Show examples of the following records and discuss: Inventory Record, Receiving Record, Meal Census Record.
...Discuss food cost control and records used for this.
...Point out factors to help keep food costs down.

Student Generalization:
...Accurate records can help determine operating expenses.

Evaluation:
...Students make record of operational expenses for foods lab.

Subconcept C. FOOD PURCHASING

Experiences:
...Introduce food purchasing as one of the most important facets of the food service establishments.
...Determine steps necessary for effective food buying.
...Demonstrate rotation of canned foods as new supplies are received and discuss methods for keeping records of purchase dates. Show how cans will look if spoilage is occurring.
...Study charts which show sizes of canned goods. Study labels, brands, and grades.
...Demonstrate can cutting emphasizing that the cheapest brand may be most expensive, depending on use.
...Point out that grades should be selected according to purpose for which the food will be used.
...Discuss the types of foods that are frozen and the advantages of using frozen foods.
...Compare advantages and disadvantages of frozen food versus canned foods for quantity buying.
...Study how to purchase, care for, and store fresh fruits and vegetables.
...Demonstrate proper storage of dry foods such as spices, herbs, and beans.
...Discuss refrigeration and storage of meats, poultry, eggs, and dairy products.
...Discuss meat grades and determine cuts of meat which are good buys for various purposes.
...Determine grade, size, and type of poultry for various uses.
...Visit a grocery store or commercial firm to see how food is stored and how it is sectioned in the store. Study labels.

Student Generalization:
...Knowing how to buy food saves money for the establishment.

Evaluation:
...Written report on purchasing frozen, fresh, and dehydrated foods.

Subconcept D. FOOD RECEIVING AND STORAGE

Experiences:
...Discuss how an efficient food receiving and storage system helps protect the food buyer against loss and spoilage.
...Show example of receiving chart and its use.
...Illustrate how to check incoming merchandise against the invoice. Discuss what to look for when checking merchandise.
...Discuss storerooms and their arrangement and temperatures.
...Discuss refrigeration and how to prepare foods for storage under refrigeration.
...Discuss freezer space and temperatures.

Student Generalization:
...Proper storing of foods prevents spoilage and loss.

Evaluation:
...Students prepare receiving chart for foods coming into the lab.

RESOURCES

Resources	Subconcept			
	A	B	C	D
Fowler and West	X			
Instructor's Manual Course for Cooks in Nursing Homes and Small Hospitals			X	X
Kotschevar, Quantity Food Preparation			X	
Kotschevar and Terrell	X	X		
Lundburg and Armastas		X	X	X
Shank, Finch, and Chapman	X			X
West, Brooks, and Goods		X		
Other Materials:				
Establishing, and Operating a Restaurant		X		
Food Preparation Manual	X			
Recipes for Institutional Use		X		
Recipe for Quantity Service	X			
Receipes for School Lunch	X			
Recipes - Type A School Lunch	X			
School Lunch Workshop Handbook	X	X	X	X

UNIT V - QUANTITY FOOD PREPARATION

OBJECTIVES: To acquire knowledge of the principles involved in quantity food preparation.

To develop skills in techniques of quantity food preparation.

To recognize the different techniques required in the preparation of various foods.

GENERALIZATIONS: Skill in quantity food preparation enables a food service worker to prepare quality food efficiently.

Knowledge of the principles involved in preparation of different types of food products contributes to the success of the food service worker.

Note: Only one subconcept (quick-breads) will be developed in in this unit. Other subconcepts listed below should be developed in a similar manner and included as a part of the Quantity Food Preparation Unit.

Subconcept B - Yeast Breads
Subconcept C - Soups
Subconcept D - Sandwiches
Subconcept E - Salads and Dressings
Subconcept F - Pastry and Fillings
Subconcept G - Vegetables
Subconcept H - Cookies
Subconcept I - Cakes
Subconcept J - Protein Cookery
Subconcept K - Desserts
Subconcept L - Beverages

Subconcept A. QUICK BREADS

Experiences:

...Discuss three types of quick breads: ingredients used, method of mixing, batter consistency, and characteristics of the finished product.

...Make bulletin board of attractive quick breads from magazine pictures.

...List advantages of using quick breads and types of meals for which quick breads are suitable.

...Using a food value table, compute nutrients found in specific quick breads. Suggest ways nutrients can be added through use of special ingredients.

...Discuss the role of gluten in quick breads and changes which occur during baking, such as leavening action, development of flavor, and browning.

...Have a display of various quick breads to show the open porous character of quick breads and the results of over-mixing.

...Demonstrate the making of biscuits using work simplification techniques.

...Have students examine cookbooks for a variety of recipes for quick breads.
...Select a quantity recipe for a quick bread and cost.
...Prepare different types of quick breads using quantity recipes and evaluate finished products.
...Demonstrate ways products are cared for and kept hot until serving time.
...Bring examples for work experience of ways quick breads are prepared and used in food service establishments.

Student Generalization:
...The thickness of the batter determines the type of quick bread.

Evaluation:
...Develop or adapt check lists for evaluation of products prepared in class.

RESOURCES

Resource	Subconcept											
	A	B	C	D	E	F	G	H	I	J	K	L
Allgood	X											
Better Homes and Gardens Dessert Cook Book											X	
Meat Cook Book										X		
New Cookbook									X			
Pies and Cakes						X			X			
Favorite Recipes of Home Ec Teachers					X							
Food Preparation Manual							X					
Fowler and West			X		X	X						
Fults					X	X	X	X	X		X	
Kotschevar, Quantity Food Production		X				X				X		
Lewis		X			X	X						
McDermott, Homemaking for Teenagers						X						
McLean										X		
Oerke	X	X		X	X							
Peck						X						
Pillsbury's Bake-off Cookie Book								X				
Practical Cookery		X					X					
Shank	X	X	X	X		X	X			X	X	

RESOURCES (Cont.)

Resource	Subconcept											
	A	B	C	D	E	F	G	H	I	J	K	L
Films:												
Easy As Pie						X						
The Ballad of Soup de Jour			X									
Filmstrips:												
All About Turkey										X		
Beautiful Cakes									X			
Breads You Bake With Yeast		X										
Chocolate Crossroads												X
Coffee Please												X
Cookie Time								X				
Cooking By Moist Heat										X		
Cooking By Dry Heat										X		
Cooking Meat in Quantity										X		
Know Your Lamb										X		
Muffin Making	X											
National Livestock and Meat Board										X		
101 Cuts of Meat										X		
Party Plans for Pie						X						
Song of the Salad					X							
What Makes A Good Salad Good					X							
Magazine Articles:												
"Fish"										X		
Pamphlets:												
"Baking Basics"		X						X	X			
"Fillings to Make the Sandwich"			X									
"School Lunch Handbook"		X				X						
Other Materials:												
Charts on Eggs, Meat, Poultry Buying										X		
Modern Sandwich Methods				X								

UNIT VI - EVALUATION

OBJECTIVES: To evaluate the course in relation to personal satisfaction achieved.

To analyze the relationship between course content and work experience.

GENERALIZATION: Occupational training programs can develop personal satisfaction and self-enrichment as well as knowledge and skills.

Subconcept A. COURSE EVALUATION

Experiences:
...Discuss the need for evaluation of course content and the extent to which the course has met personal needs.
...List ways the course has been of value in terms of experience gained.
...Write summarization of learning experiences during the year indicating areas where experiences have been most helpful.
...Discuss the basic emphasis of course and how information learned here can be used in other situations.

Student Generalization:
...Evaluation is a part of learning.

Evaluation:
...Students write suggestions for improving course content and suggest deletions and/or additions.

Subconcept B. EVALUATION OF WORK EXPERIENCE

Experiences:
...Discuss various work experiences held by class members and how the work experience helped in different situations.
...Relate the value of work experience to course content and tell how each interacts with the other.
...Cite examples of learning from work experience.
...Offer suggestions for future work experiences.

Student Generalization:
...Work experiences contribute to learning.

Evaluation:
...Write summarization of how objectives or desired outcomes of course have been met.

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#3
#4
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SUPPLEMENTARY MATERIALS

VOCATIONAL FOOD SERVICE
JOB RECORD

Student_____ Firm Name_____

Store Owner, Manager, or Dept. Head_____

Weekly Period_____ to_____ 19____

Type of Training_____

DAY	DEPARTMENT	JOBS PERFORMED	HOURS WORKED	WAGES PER HOUR	TOTAL EARNED
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Total					

SALARY PER HOUR FOR WEEK_____ TOTAL HOURS FOR WEEK _____

SALARY PER WEEK _____ TOTAL HOURS ACCUMULATE _____

ACCUMULATED SALARY _____ TOTAL HOURS TO DATE _____

TOTAL SALARY TO DATE _____

What was the most interesting, on-the-job experience you had this week?

_____

_____

_____

JOB ANALYSIS RECORD

Student_____ Firm_____

Store Owner, Manager, or Dept. Head_____

Weekly period_____ to_____ 19____

Day	Department	Jobs Performed	Hours Worked	Wages Per Hour	Total Earned	Savings
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Total						

Weekly Summary

Job problems requiring help or class discussion:_____

_____

_____

New jobs or procedures learned this week:

_____

_____

Mistakes made and how handled:

_____

_____

What was the most interesting on-the-job experience you had this week?_____

_____

_____

VOCATIONAL EDUCATION RATING SHEET

Will you please complete the following and return within 5 days

TRAINEE_____ Date_____

ATTENDANCE:	Excellent	Satisfactory	Unsatisfactory
Regular	(Excellent)		
Occasionally Absent	(Satisfactory)		
Excessive Absence	(Unsatisfactory)		

ADJUSTMENT:

(Does this trainee) go about his work cheerfully?

Understand what is included in his duties?

Associate acceptably with fellow employees?

Manifest an interest in his work?

Contribute toward the welfare of your organization?

YOUR GRADE OF THIS STUDENT
(See explanation below) (Please circle) A B C D E F

Explanation of Grading System:

Grade Symbol	Degree of Achievement	Explanation	Percentage of Total
A	Superior	Approximately 90% of all marks are lower	10%
B	Above average	Approximately 70% of all marks are lower	20%
C	Average	Approximately 30% of all marks are lower	40%
D	Below average	Approximately 15% of all marks are lower	15%
E	Minimum passing mark	Approximately 5% of all marks are lower	10%
F	Unsatisfactory	Approximately No credit	5%

TRAINING AGENCY_____

RATED BY_____

POSITION_____

CONFIDENTIAL RATING REPORT FOR IN-SCHOOL EMPLOYEES

Report on _____ _____ TO _____
(Name)

Work Station _____

Length of time at this work station _____

Please check the grade of work which you feel this tudent has done on the job. Above average, average, or below average.

PLEASE CHECK	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
Follows Directions			
Speed and amount of work			
Accuracy			
Interest In Work			
Cooperation			
Enthusiasm			
Dependability			
Courtesy and Tact			
General Appearance			
Confidence in Himself			
Regularity in Work			
Punctuality			
Rate of Improvement			

Does he do (only, more than, less than) what he is asked to? _____

If he has any contacts with the public in his work, does he get along well?

_____

In what ways does he need to strive most for improvement?

_____

_____

Abbreviations Used in Food Service

A Linear Program

by
Grovalynn Gould
Home Economics Education
Oklahoma State University
1967

Instructions

The following information is presented in the form of programed instruction. You will be given a small amount of information and then asked to react to it.

The left hand section of each page contains the "frames" - the information and a blank to fill in, a question to answer or several choices from which to select the answer. In the right hand column, you will find the answers to the questions.

Read the question, write your answer on the program or a sheet of notebook paper and only then look at the answer in the right hand column to see whether you were correct.

So that you may conceal the answers while you are reading the frames, a paper mask has been provided. Place the mask lengthwise over the right-hand column, and slide the mask down frame by frame as you complete the items. Be sure to read and answer the complete frame before you slide down the mask to look at the printed answers.

1. <u>Abbreviations</u> are often used in recipes, so if a person uses recipes he needs to understand what is meant by the _____.	1. abbreviations
2. The abbreviation for teaspoon is tsp. What is the abbreviation for teaspoon?	2. tsp.
3. Tsp. is the abbreviation for _____.	3. teaspoon
4. If a recipe called for 2 tsp. of flour, you would use 2 _____ of flour. (Write out the word.)	4. teaspoons
5. The abbreviation for teaspoon is _____.	5. tsp.
6. Write the abbreviation for 4 teaspoons.	6. 4 tsp.
7. The abbreviation for tablespoon is tbsp. Write the abbreviation for tablespoon.	7. tbsp.
8. Tbsp. is the abbreviation for: a) teaspoon b) tablespoon	8. tablespoon
9. The abbreviation for tablespoon is _____.	9. tbsp.

10. If a recipe calls for 5 tbsp. of sugar, how much sugar would you use? (Write out the word.)	10. 5 tablespoons
11. Which of the following is the abbreviation for tablespoon? a) tsp. b) tbsp.	11. tbsp.
12. Tsp. is the abbreviation for _____.	12. teaspoon
13. In a recipe calling for 5 tsp. milk and 3 tbsp. sugar, you should use 5 _____ milk and 3 _____ sugar.	13. teaspoons tablespoons
14. Write the abbreviation for tablespoon.	14. tbsp.
15. The abbreviation for pound is lb. What is the abbreviation for pound?	15. lb.
16. Lb. is the abbreviation for _____.	16. pound
17. In a recipe which calls for 1 lb. pecans, you would use 1 _____ of pecans. (Write out the word.)	17. pound
18. Write the abbreviation for pound.	18. lb.

19. The abbreviation for cup is c. What is the abbreviation for cup?	19. c.
20. If a recipe called for 2 cups of sugar, it would be written 2 ____ sugar.	20. c.
21. How much flour is required for the following recipe? 1 c. flour, 1 tsp. salt, ½ c. milk. (Write out the word.)	21. 1 cup
22. Write the following recipe using the abbreviations you have learned in this program. ½ cup flour 1 cup sugar 1 teaspoon salt 5 tablespoons butter ½ pound pecans	22. ½ c. flour 1 c. sugar 1 tsp. salt 5 tbsp. butter ½ lb. pecans
23. The abbreviation for ounce is oz. Write the abbreviation for ounce.	23. oz.
24. Oz. is the abbreviation for _____. (Write out the word.)	24. ounce
25. Write the following equation using abbreviations. 16 ounces = 1 pound	25. 16. oz = 1 lb.
26. Write the abbreviation for ounce.	26. oz.

27. If you read 2 oz. chocolate in a recipe, you would use 2 _____ chocolate. (Write out the word.)	27. ounces
28. The abbreviation for pint is pt. What is the abbreviation for pint?	28. pt.
29. Write the abbreviation for pint.	29. pt.
30. The abbreviation for quart is qt. What is the abbreviation for quart?	30. qt.
31. Qt. is the abbreviation for _____.	31. quart
32. Pt. is the abbreviation for _____.	32. pint
33. Write the following equation using abbreviations. 2 pints = 1 quart	33. 2 qt. = 1 pt.
34. Write out the following abbreviated words. oz. lb. pt. qt.	34. ounce pound pint quart

35. The abbreviation for gallon is gal. Write the abbreviation for gallon.	35. gal.
36. Gal. is the abbreviation for _____.	36. gallon
37. Write the abbreviation for gallon.	37. gal.
38. Write out the abbreviated words in the following equation. 4 qt. = 1 gal.	38. 4 quarts = 1 gallon
39. Tsp. is the abbreviation for _____.	39. teaspoon
40. Write the following recipe using the abbreviations you have learned in this program. 1 gallon pineapple juice 2 quarts grape juice 1 pint orange juice 1 ounce lemon juice 1 pound sugar	40. 1 gal.pineapple ju 2 qt. grape juice 1 pt. orange juic 1 oz. lemon jui.ce 1 lb. sugar
41. Edible portion is abbreviated with the letters E. P. Write the abbreviation for edible portion.	41. E. P.
42. The abbreviation for edible portion is _____.	42. E. P.
43. E. P. is the abbreviation for _____ _____.	43. edible portion

35. The abbreviation for gallon is gal. Write the abbreviation for gallon.	35. gal.
36. Gal. is the abbreviation for _____.	36. gallon
37. Write the abbreviation for gallon.	37. gal.
38. Write out the abbreviated words in the following equation. 4 qt. = 1 gal.	38. 4 quarts = 1 gallon
39. Tsp. is the abbreviation for _____.	39. teaspoon
40. Write the following recipe using the abbreviations you have learned in this program. 1 gallon pineapple juice 2 quarts grape juice 1 pint orange juice 1 ounce lemon juice 1 pound sugar	40. 1 gal. pineapple ju 2 qt. grape juice 1 pt. orange juic 1 oz. lemon juice 1 lb. sugar
41. Edible portion is abbreviated with the letters E. P. Write the abbreviation for edible portion.	41. E. P.
42. The abbreviation for edible portion is _____.	42. E. P.
43. E. P. is the abbreviation for _____ _____.	43. edible portion

44. A. P. is the abbreviation for as purchased. What is the abbreviation for as purchased?	44. A. P.
45. E. P. means edible portion and A. P. means _____ _____.	45. as purchased
46. Write the abbreviation for as purchased.	46. A. P.
47. The abbreviation for edible portion is _____.	47. E. P.
48. A. P. is the abbreviation for _____ _____.	48. as purchased
49. Write the word represented by the following abbreviations. tsp. _____ tbsp. _____ lb. _____ c. _____ pt. _____ qt. _____ gal. _____ oz. _____ E.P. _____ A.P. _____	49. teaspoon tablespoon pound cup pint quart gallon ounce edible portion as purchased
50. The abbreviation for peck is pk. Write the abbreviation for peck.	50. pk.

51. Pk. is the abbreviation for _____.	51. peck
52. The abbreviation for peck is _____.	52. pk.
53. The abbreviation for bushel is bu. Write the abbreviation for bushel.	53. bu.
54. Four pecks equal 1 bushel. Write the abbreviation for bushel.	54. bu.
55. Bu. is the abbreviation for _____.	55. bushel
56. The abbreviation for bushel is _____.	56. bu.
57. Write the following equation using abbreviations. Four pecks equal one bushel.	57. 4 pk. = 1 bu.
58. The abbreviation for dozen is doz. Write the abbreviation for dozen.	58. doz.
59. Doz. is the abbreviation for _____.	59. dozen
60. What is the abbreviation for dozen?	60. doz.

61. The abbreviation for package is pkg. Write the abbreviation for package.	61. pkg.
62. Pkg. is the abbreviation for _____.	62. package
63. In the following sentence write abbreviations for the underlined words. There were one <u>dozen</u> oranges in the <u>package</u>.	63. doz. pkg.
64. The abbreviations for bunch is bch. What is the abbreviation for bunch?	64. bch.
65. Bch. is the abbreviation for _____.	65. bunch
66. Write the abbreviation for bunch.	66. bch.
67. Write out the abbreviated word in the following sentence. Send me one bch. bananas.	67. bunch
68. Abbreviate the underlined words. a. one <u>bunch</u> grapes b. one <u>dozen</u> eggs c. one <u>package</u> shrimp	68. bch. doz. pkg.
69. The abbreviation for barrel is bbl. Write the abbreviation for barrel.	69. bbl.

70. Bbl. is the abbreviation for _____.	70. barrel
71. Write the abbreviation for barrel.	71. bbl.
72. Abbreviate the underlined word. Please order 3 <u>barrels</u> of oysters.	72. bbl.
73. The abbreviation for crate is <u>crt</u>. Write the abbreviation for crate.	73. crt.
74. Crt. is the abbreviation for _____.	74. crate
75. The abbreviation for crate is _____.	75. crt.
76. Write the abbreviation for the underlined words. Order 1 <u>barrel</u> of clams and 4 <u>crates</u> of apples.	76. bbl. crt.
77. Write the word for the following abbreviations. bu. _____ bch. _____ bbl. _____ crt. _____ doz. _____ pkg. _____ pk. _____	77. bushel bunch barrel crate dozen package peck

SAFETY CHECK LIST*

NAME OF GIRL_____ DATE_____

CHECKED BY_____

DIRECTIONS: Place an (X) in the column that best describes your practice of safety procedure in preparing a meal.

WHEN I COOKED

DID I	Yes	No
1. Use flat-bottomed and well balanced cooking utensils?		
2. Keep inside of copper utensils clean and bright? (outside, too?)		
3. Handle enamelware carefully? (If cracked, or chipped, flakes of the vitreous enamel can get into food.)		
4. Avoid setting hot glassware on cold or wet surfaces?		
5. Avoid using ceramicware if the glaze is cracked? (Dirt, fat, and moisture may be absorbed and create an unsanitary condition.)		
6. Turn handles of cooking utensils inward on top of range (but not projecting over other lighted burners or pilot light) and work areas so they will not be knocked off and contents spilled?		
7. Handle hot pans with dry pot holders or mitts -- never a dish towel?		
8. Remove lid from hot cooking utensil by lifting the far side first so steam is directed away from me?		
9. Avoid carrying pans filled with hot food or liquid across the kitchen?		
10. Use kitchen tongs to turn frying food or to remove food from hot water?		
11. Wash and dry knives separately, never leaving them in the dishpan or under water?		
12. Follow manufacturers' directions carefully when using electrical appliances, bakeware, etc.?		
13. Stand to one side when lighting a gas oven - first opening the oven door for a few minutes, then lighting match before turning on the gas?		
14. Use free minutes between major steps of meal preparation to clear and to wash and put away equipment?		
15. Close cupboard doors and drawers carefully, and keep them closed when not in use?		
16. Wear well-fitted tailored garments when cooking - never loose-fitting clothes with flowing sleeves or ties, or projecting pockets and bows which might catch on equipment?		
17. Dry hands thoroughly before connecting or disconnecting electrical equipment?		

SAFETY CHECK LIST*(con't)

	Yes	No
18. Arrange cord of electrical appliance so there is no danger of stumbling over it while appliance is connected?	_____	_____
19. Use a rubber scraper in the electric mexer bowl when the mixer is operating, never a metal or wooden spoon, fork or spatula?	_____	_____
20. Reduce heat under utensils as soon as cooking temperature has been reached?	_____	_____

*Adapted from the NATIONAL CHECK LIST FOR TEACHING HOME SAFETY as found in the Oklahoma Teachers Guide of HEALTH AND SAFETY.

HOW TO CLEAN A (Name of equipment)

Equipment and Supplies needed:	Cleaning Products Needed:
What to Do	How to Do It
1.	1.
2.	2.
3.	3.
4.	4.

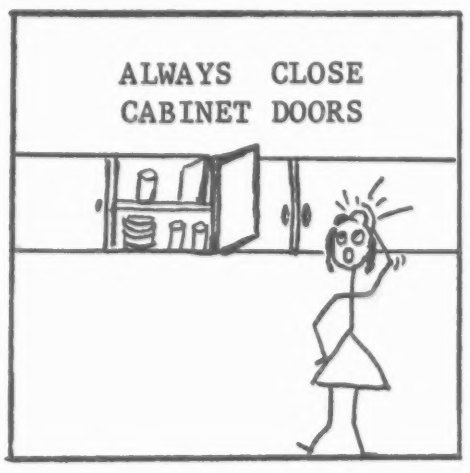
HOW TO OPERATE A (Name of equipment) .....

What to Do	How to Do It
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Caution:

SUGGESTIONS FOR OVERHEAD TRANSPARENCIES

Use stick figure drawings similar to examples below to teach rules of safety in the kitchen



EVALUATION SHEET FOR MUFFINS (PLAIN)

		(1)	(2)	(3)	SCORE
APPEARANCE	1.	Not symmetrical		Symmetrical	1.____
	2.	Peaked or knobbed top		Definitely rounded top	2.____
	3.	Smooth surface		Pebbled surface	3.____
COLOR: EXTERIOR	4.	Dark brown or pale		Golden brown	4.____
INTERIOR	5.	Yellow spots or evidence of unmixed flour		Creamy white	5.____
MOISTURE CONTENT	6.	Dry or soggy		Slightly moist	6.____
TEXTURE	7.	Large holes or tunnels		Medium size, fairly uniform holes	7.____
LIGHTNESS	8.	Heavy		Light	8.____
TENDERNESS	9.	Hard or tough		Tender	9.____
TASTE AND FLAVOR	10.	Flat or unpleasant flavor of certain ingredients		Pleasing flavor	10.____

Total score
(Maximum - 30) _____

Cumulative Record of Foods Prepared

Name of Pupil_____School_____Class_____

Foods	Scores			Foods	Scores		
Beverages				**Meats**			
1.				1.			
2.				2.			
3.				3.			
Breads - Hot				4.			
1.				**Meat Substitutes**			
2.				1.			
3.				2.			
Breads - Yeast				**Meat Extenders**			
1.				1.			
2.				2.			
Candies				**One Dish Meals**			
1.				1.			
2.				2.			
3.				**Sandwiches**			
Cereals				1.			
1.				2.			
2.				3.			
3.				**Salads**			
Cookies				1.			
1.				2.			
2.				3.			
Desserts				**Soups - Creamed**			
1.				1.			
2.				2.			
3.				3.			
Eggs				**Vegetables**			
1.				1.			
2.				2.			
Fish				3.			
1.				4.			
2.				5.			
Fruit, Dried							
1.							
2.							
Fruit, Fresh							
1.							
2.							

Check with S if at school
Check with H if at home

Dates From_____

To_____

EVALUATION OF PRODUCTS*

Directions:
Write name of dish prepared under column labeled "Food" and write in the characteristics of the foods that were good, fair, poor.

FOOD	GOOD	FAIR	POOR	REMARKS

What did we do well today?

1. _____
2. _____
3. _____
4. _____
5. _____

What will we do better next time?

1. _____
2. _____
3. _____
4. _____
5. _____

*From Homemaking Education in Georgia, An Evaluation Guide, August, 1963.

COMPARE COST AND QUALITY*

Vegetable or Fruit	No. of cups cooked	Cost per ½ cup serving	Quality† (Flavor Texture)	Color
1 No. 303 can				
10 oz. frozen				
1 lb. home frozen (if available)				
1 lb. fresh (if available)				
Conclusion-- fill in				

†Use words excellent, good fair, poor, to describe quality.

*From Bess V. Oerke, Mealtime.

TIME MANAGEMENT STUDY*

List in order the work that was done. Completely fill in all columns.

	Work to be done	Number of Utensils needed	Time taken for preparation	Time taken for cooking	Time taken for serving	Time taken for cleaning up
1.						
2.						
3.						
4.						

*From Homemaking Education in Georgia, An Evaluation Guide, August, 1963.

CHECK LIST FOR TABLE SETTING:

Rated by_____Date_____Rating of_____

	(1)	(2)	(3)	Score
General effect of table	1. Unbalanced; certain spaces crowded or too empty.		Balanced; no space crowded or too empty.	1. _____
	2. Centerpiece too high, too large or skimpy, poorly balanced; inappropriate for occasion.		Centerpiece low, of correct size, well balanced; appropriate for occasion.	2. _____
	3. China, linen, silver and centerpiece do not look well together.		China, silver, linen and centerpiece look well together.	3. _____
	4. Poorly spaced; scattered or too crowded; no definite unit.		Well-spaced; not crowded; forming a definite unit.	4. _____
	5. Unnecessary articles used or necessary ones omitted.		All necessary articles used but no others.	5. _____
	6. General rules violated without reason.		General rules followed or exceptions made with good reason.	6. _____
	7. Unnecessary articles used or necessary ones forgotten; serving pieces placed awkwardly or out of reach.		Only necessary articles used; all serving pieces placed conveniently for use.	7. _____

SCORE _____

(Maximum scale 21 points)

*Clara Brown Arny, Evaluation in Home Economics.

GAINFUL EMPLOYMENT FILM EVALUATION BY STUDENT

Date_____

Name of the Student_____

1. Name of film_____

2. Was the film of any educational value to you?_____

3. Had you seen the film before?_____

4. Can you see where this film is directly or indirectly related to your job? If so please describe.

_____

_____

_____

_____

5. Briefly describe what you think was the point being brought out in this film.

_____

_____

6. If this film was of any educational value to you, name three or more things that you learned from this film.

_____

_____

_____

_____

GAINFUL EMPLOYMENT INFORMATION SHEET

GAINFUL EMPLOYMENT IN_____SERVICES

Name: _____Age:_____Grade:____

Address:_____Telephone:_____

Birthdate:_____
Month Day Year

Mother's name:_____

Address:_____Telephone:_____

Occupation:_____

Business Address:_____Telephone:_____

Father's Name:_____

Address:_____Telephone:_____

Occupation:_____

Business Address:_____Telephone:_____

With whom do you reside? Parents:_____Guardian:_____
If you reside with Guardian please give the above information requested for parents.

List the name and age of brothers and sisters:

_____ _____

_____ _____

_____ _____

SCHEDULE of CLASSES

First Semester		Second Semester	
Class	Teacher	Class	Teacher
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Bus Number:_____ Lunch Hour Locker Number:_____
First: _____Second:_____
Third: _____Fourth:_____

List the Extra-Curricular Activities in which you engage:

Activity	Day or Time
_____	_____
_____	_____
_____	_____

List the hours you could work:

Afternoons:_____ Evenings:_____ Weekends:____

List names and addresses of five persons who will know how to locate you for the next five years:

Name	Street	City
1.		
2.		
3.		
4.		
5.		

Statement of occupational objective:
(Each student must have an occupational objective related to the gainful employment course for which he or she is enrolled.)

_____

_____

Signed:_____
(Student)

Parential Permission:

_____has my permission to enroll in the
(Name of Student)
Gainful Employment course in_____services, which will include working ten to fifteen hours a week.

Signed:_____
(Parent or Guardian)

Approved:_____
(Teacher)

Employer:_____

Job Description:_____

Place of Employment:_____Telephone:_____

STUDENTS INTERESTED
IN
GAINFUL EMPLOYMENT
VOCATIONAL TRAINING

Name_____Date_____

Address_____Telephone_____

Classification_____Age_____

1. Are you interested in enrolling in a Gainful Employment class for the next term? _____Yes_____No

2. Area of Program in which you are interested:

   _____Child Care

   _____Food Service

   _____Clothing Service

3. Have you ever taken a vocational class of any kind previously?
   _____Yes_____No. If so, what?_____

4. Would you be interested in scheduling a conference to have the program explained further?_____Yes_____No.
   If so, what hour would you be available?_____

5. It is important that the student have an on-the-job work experience related to his class during the time he is enrolled in our program. Would you be willing to work?_____Yes_____No.

6. Are there any comments you would like to make?_____

STUDENTS INTERESTED
IN
GAINFUL EMPLOYMENT
VOCATIONAL TRAINING

Name_____Date_____

Address_____Telephone_____

Classification_____Age_____

1. Are you interested in enrolling in a Gainful Employment class for the next term? _____Yes_____No

2. Area of Program in which you are interested:

   _____Child Care

   _____Food Service

   _____Clothing Service

3. Have you ever taken a vocational class of any kind previously?
   _____Yes_____No. If so, what?_____

4. Would you be interested in scheduling a conference to have the program explained further?_____Yes_____No.
   If so, what hour would you be available?_____

5. It is important that the student have an on-the-job work experience related to his class during the time he is enrolled in our program. Would you be willing to work?_____Yes_____No.

6. Are there any comments you would like to make?_____

_____

_____

_____

_____

_____

OVERVIEW TO WORLD OF WOPK

1. Scope. A Suggested Curriculum Guide for Orientation to the World of Work was developed to be used with high school students at the 11th and 12th grades as a part of the training program for each of the three areas - Child Care, Clothing, and Food Service. Major emphases included are an introduction to the world of work, youth and women in today's labor force, securing a job, and success on the job.

   Length of program - Four to six weeks as one of the units in the year's program in each of the three areas. It may be taught as a separate unit and/or combined throughout the year with the units for each of the three areas. Since it is a part of the total year's program no additional credit is recommended.

2. Purpose. The purpose of this unit is to acquaint students with the world of work and help them to take their places in it.

3. Overall Objectives for the Unit.

   To become interested in the development of competencies for employment.

   To develop some understanding of today's world of work and the socio-economic conditions and technological developments involved.

   To recognize and develop qualities which contribute to securing and holding a job.

   To develop some skill in serving effectively in the world of work.

   To develop a positive attitude toward work as a part of life and a desirable segment of education.

4. Need Based on Survey Finding. The survey indicated that there was a need for providing students with an orientation to the world of work. While some unique personal characteristics were desired by employers of the three areas, Child Care, Clothing, and Food Service, there was an overlapping of many characteristics desired in workers. All employers felt that personal appearance, good grooming and cleanliness were important. All were interested in the attitude of workers toward their work. Clothing and Food Service employers ranked honesty as the most important single personal characteristic. Many of the employers indicated a specific interest in having students study a unit on orientation to the world of work.

5. Use of Materials. The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a unit, "Orientation to the World of Work." Each teacher will want to assess her own experiences and competencies, the needs and opportunities in her own community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful as well as the appointment and use of an advisory committee.

As each individual teacher plans her program she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behavioral Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content and include specific behavior in the cognitive, affective, and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.

Generalizations - Two types are listed, the first being considered overall for the purpose of guiding the teacher in selection of learning experiences, evaluation methods, etc. The second Student Generalization is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource materials should be supplemented by those available in the classroom.

UNIT I - TODAY'S LABOR FORCE

OBJECTIVES: To develop an understanding of the gainful employment program in home economics.

To acquire knowledge of the increasing importance of youth in the labor force.

To understand the nature of problems peculiar to women who work.

To develop awareness of current and future changes in the labor force.

To become aware of factors influencing the decision to work and problems associated with work.

GENERALIZATIONS: The gainful employment program in home economics contributes to the employability of youth.

The occupational revolution has resulted in large numbers of women and youth entering the labor force.

Lack of mobility and stability of women and youth in the labor force contributes to an intermittant work pattern.

Current technological changes require training and retraining in order to hold a job.

Problems created by work often affect the decision to work.

Subconcept A. GAINFUL EMPLOYMENT

Experiences:

... Bulletin Board: "A Job for You."

... Study and discuss the socio-economic conditions affecting employment such as:

industrialization	affluent economy
urbanization	specialization
population explosion	mass communication
increased life span	improved transportation

family more consuming than producing unit

increased number of gainfully employed women

... Discuss the effect of technological changes upon employment, i.e., computers, automation, job obsolescence, retraining.

... Discuss the introduction, adoption, and role of the Vocational Education Act of 1963.

... Acquaint students with other vocational programs in the school.
... List contributions that vocational and technical training have made to the economy of the nation.
... List contributions that the gainful employment program can make to the student, the community, and the nation.

Student Generalization:
... Vocational training can lead to a job.

Evaluation:
... Individual essays on the purposes of gainful employment.

Subconcept B. YOUTH IN THE LABOR FORCE

Experiences:
... Bulletin Board: "The YOU in YOUTH."
... Study graph comparing figures representing this year with figures representing 20 years ago for (1) number in labor force (2) number of youth in the labor force (3) number of women in labor force.
... Discuss implications of the increasing numbers.
... Study and discuss the implications of current socio-economic condition and technological change for beginning workers such as:
    level of education
    training and retraining
    creation of new job
    use of leisure time
    education for family living
... Make a list of reasons why people work placing particular emphasis on youth and women.
... Talk to people in the community to find out why they chose their particular job and location.
... Discuss levels of jobs and equate the educational training for each:

unskilled	skilled
semi-skilled	technical
	professional

Student Generalization:
... Education and skill are required for beginning workers in our country today.

Evaluation:
... Students check list of reasons for working. (Sup. Mat.)

Subconcept C. WOMEN IN THE LABOR FORCE

Experiences:
... Bulletin Board "Predicted Life Pattern for a Girl of Today."

... Discuss reasons for increasing numbers of women in the labor force.
... Compare role of women at turn of the century with the role of women today.
... Draw papers from hat revealing statistics in regard to women in the labor force. Discuss each fact.
... Discuss desirable and undesirable characteristics of women in the labor force from the employer's point of view.
... Interview working women with the dual role of working and homemaking.
... Contrast problems of married and single workers.
... Discuss possible ways of solving these problems.

Student Generalization:
... A girl is likely to work outside her home sometime during her life.

Evaluation:
... Essay "Important Considerations in Determining When to Work Outside the Home."

RESOURCES

Resources	Subconcept		
	A	B	C
Albrecht			X
Zapolean			X
Pamphlets:			
American Women			X
Education for a Changing World of Work	X	X	
Management Problems of Homemakers Employed Outside the Home			X
What's New About Women Workers			X
Working Women Who Are They			X

UNIT II - SECURING A JOB

OBJECTIVES: To become aware of job opportunities available to students in the community.

To become familiar with various methods of applying for employment.

GENERALIZATIONS: Knowledge of possible job opportunities provides a basis for job preparation.

Effective application procedures contribute to success in acquiring a job.

Subconcept A. JOB OPPORTUNITIES

Experiences:

... Survey community for possible job opportunities. Consult local or state employment service for additional suggestions.

... Periodically check want ad section of newspaper to find job opportunities.

... Have individual reports on the different methods of locating job leads.

... Bring a current event related to gainful employment for women with vocational or technical training and discuss implications.

... Make a study of occupations which would be particularly suited to women. Keep a running list of all occupations available for women today.

... List factors which should be considered in selecting a job. Individual students check those which would be most important to them.

Student Generalization:

... In order to get a job you need to know the possible opportunities.

Evaluation:

... Have students list a number of job opportunities in the community.

Subconcept B. JOB APPLICATIONS

Experiences:

... Listen to principal, high school counselor, employment service representative, or other guest speaker on how to get a job.

... Explain how to write a letter of application.
... Practice writing letters of application.
... Discuss what facts should be included in a personal resume to enclose with letters of application.
... Prepare a personal resume.
... Discuss ethics in selecting appropriate references to list on resume or application forms.
... Bulletin Board: "Important Points to Remember in Filling Out Application Form."
... Practice filling out application form.
... Bring to class photos appropriate for application picture. Discuss qualifications for application pictures. Determine which picture is best for an application photo.
... Have telephone company representative demonstrate phone manners in applying for a job or making arrangements for an interview.
... Study references on clothing suitable for job application and interview. Present fashion show of appropriate and inappropriate dress for interview.
... Role play introductions and interviews. Use tape recorder to evaluate and improve voice quality.
... Prepare skit "Good Questions - Poor Questions to Ask on Interviews."
... Have counselor interview students using application form that they have filled out previously.
... Report to class on an actual interview with a prospective employer.

Student Generalization:
... Knowing what to expect helps one to be at ease in a job interview.

Evaluation:
... Have students draw for a job. Have one student interview the other. Evaluate this performance.

RESOURCES

Resources	Subconcept A	Subconcept B
Peake		X
Peskin		X
Pamphlets:		
How To Get the Job		X
Making the Most of Your Job Interview		X

UNIT III - SUCCESS ON THE JOB

OBJECTIVES: To develop qualities necessary for success in employment.

To understand types of and reasons for payroll deductions.

To recognize factors involved in wise money management.

GENERALIZATIONS: Being well groomed results in increased self-confidence and respect from others.

Good health habits and proper diet result in energy and enthusiasm for work.

Acceptable work relationships contribute to success on the job.

An understanding of payroll deductions contributes to personal satisfaction and success on the job.

Successful money management contributes to security.

Subconcept A. PERSONAL APPEARANCE

Experiences:

... Bulletin Boards:
- "Groomed for the Job"
- "A Pretty Girl is Like a Melody"
- "Keys to Good Grooming"
- "One Flower Doesn't Make a Bouquet"

... Have school or county health nurse talk to class regarding how health habits and proper diet affect appearance and cleanliness.

... Study the relationship of mouth hygiene to health and grooming.

... Have physical education teacher talk on good posture and demonstrate ways to improve posture. Practice posture exercises for a period of time.

... Bring to class a list of pet peeves about poor grooming. Mix lists. Read one item at a time and discuss. From list develop check list for students to evaluate themselves.

... Show movie or filmstrip on grooming.

... Encourage beginning of individual improvement notebook with pictures, measurements, check sheets, goals, etc.

... Demonstrate manicuring, hair styling, and make-up as needed by the group.

... Discuss how to emphasize best features and camouflage figure faults.

Student Generalization:
... Other people judge a person first on his appearance.

Evaluation:
... Evaluate self on grooming check lists over period of time.

Subconcept B. PERSONAL DEVELOPMENT

Experiences:
... Have students make evaluation sheets of desirable and undesirable personal qualities. Refer to it again at end of unit.
... Have students make lists of qualities they think employers will expect of them.
... Have a panel of prospective employers discuss qualities desired in employees.
... Compare students' list with qualities emphasized in panel discussion.
... Buzz groups quickly list annoying mannerisms they have observed in others.
... Discuss how attitude toward work affects success on the job.
... Discuss importance of acceptable work relationships between:

employee - employer
employer - employee
employee - customer

... Emphasize the place of loyalty, responsibility, courtesy, tolerance, consideration, etc.
... Role play personality conflicts in work situations and ways to avoid or solve conflicts.
... React to "Case Studies on Obtaining and Holding a Job."

Student Generalization:
... The ability to get along with people is helpful in keeping a job.

Evaluation:
... List 15 qualities to help keep a job; also 15 ways to lose a job.

Subconcept D. PAYROLL DEDUCTIONS

Experiences:
... Have Certified Public Accountant explain standard deductions for all employees and the reasons for them.
... Use flannel board or overhead transparencies to explain Social Security.
... Have employer explain fringe benefits and their cost to the employee. (e.g., vocation, insurance, profit sharing.)
... Study income tax manual to see how to fill out income tax form.

Student Generalization:
... Money earned should be recorded promptly and accurately in order to use for filling income tax form.

Evaluation:
... Analyze fictitious pay check. Explain reasons for difference between gross pay and take home pay.

Subconcept E. MONEY MANAGEMENT

Experience:
... Make a survey to determine approximate costs of living for a person (1) living at home (2) living alone (3) living with a roommate.
... List additional expenses created by work such as clothing or uniforms, bus fare or automobile expense, child care, and extra help at home.
... Study and discuss budgets. Plan a budget for oneself.
... Visit a local bank to learn about banking procedures. Practice writing checks and balancing bank statements.

Student Generalization:
... A budget helps a person to use money more wisely.

Evaluation:
... Write a paragraph telling how you plan to spend your earnings.

OVERALL EVALUATION: Use self-evaluation devices such as "Are You Ready for Work," "My Job Success Trait," "What Do You Have to Offer?"

ORIENTATION TO THE WORLD OF WORK

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DESCRIPTION OF RECRUITMENT SLIDES*

Slide No.	Description
1.	(Title slide) Two Aspects of Home Economics
2.	(Title slide) Aspect A - Homemaking
3.	(Title slide) Aspect B - Gainful Employment
4.	(Title slide) Learn As You Earn
5.	(Title slide) Child Care Services, Clothing Services, Food Service
6.	Students at work in a day care center
7.	Students at work in a kindergarten
8.	An alterationist at work in a large department store
9.	A dry cleaning establishment where students might work
10.	A restaurant where students might work
11.	A drive-in restaurant
12.	(Title slide) Class Work and On-the-Job Training
13.	Teacher assists student in filling out a job application
14.	Student and prospective employer engaged in job interview
15.	Student working with live children in child care class
16.	Student telling story with aid of flannel board
17.	Students experimenting with paints and large brushes
18.	Clothing services student making satin pillowcases
19.	Student pressing during the construction process
20.	Customer ordering satin pillowcases
21.	Food service student working at range
22.	Two students making individual pies
23.	Field trip to child care center
24.	Field trip to alteration department in large department store
25.	Field trip to school cafeteria
26.	(Title slide) On-the-Job Training
27.	Student "checking in" the children at a day care center
28.	Student working in the opportunity school for trainable retarded children.
29.	Student working in the alteration section of a dry cleaning establishment
30.	Student assisting in alteration room of speciality shop
31.	Student cleaning grill in drive-in restaurant
32.	Student preparing food in restaurant
33.	Student keeping record of hours worked
34.	(Title slide) What next?
35.	Student on his job as night manager of a drive-in restaurant
36.	Student on her job of caring for four children

* A script was developed to accompany the slides and the series was used during pre-enrollment for recruitment of students.

Why Do I Want To Work?*

1. Of the following reasons for working, check the four (4) reasons that are of most importance to you.

_____ to achieve success

_____ to gain personal development

_____ to earn money

_____ to have fellowship and companionship

_____ to have self-satisfaction and accomplishment

_____ to please parents, friends, or other people

_____ to be of service to mankind

2. Of the following factors to consider when choosing a job, check the five (5) factors that you consider most important.

_____ security in keeping the job

_____ amount of training required

_____ location

_____ working conditions

_____ benefits such as vacation, sick pay, insurance

_____ possibilities for advancement and promotion

_____ type of work - interesting

_____ number of hours worked

_____ amount of pay

_____ status of job

3. Rate these outlooks on work in the way that you feel they apply to you. The one you feel is <u>most</u> applicable to you would be numbered 1 and the one you feel is <u>least</u> applicable to you would be numbered 5.

_____ would be proud to have a job

---

* Berry, Margaret Ann. "Attitudes and Interests of High School Homemaking Students Toward Gainful Employment For Clothing Services." (Unpublished M.S. thesis, Oklahoma State University, 1967.)

_____ would avoid all work possible

_____ would find satisfaction in working

_____ would have prestige in having a job

_____ would take pride in work

What Kind of Work Would I Like?*

After reading each job characteristic below,
Mark in column one (1) if it is a characteristic that you would like.
Mark in column two (2) if it is a characteristic that you would not like.

	Like	Not Like
1. Work in which I would do an identical task every day		
2. Work in which I am mostly seated		
3. Work that puts me in contact with many different people		
4. Work that involves association with both adults and children		
5. Work in which I must keep up-to-date on new products		
6. Work where I try to please customers		
7. Work where competition is keen		
8. Work in which I develop several skills		
9. Work that is located in a busy, unglamorous place		
10. Work that gives satisfaction from having improved something		
11. Work in which my job would be only part-time		
12. Work in which there is great pressure to meet deadlines		
13. Work where type of dress does not matter		
14. Work in which no decisions are necessary		
15. Work in which my only contacts are other employees		
16. Work that demands rapid production		
17. Work in which my opinions and decisions are necessary		
18. Work in which I receive appreciation for what I have done		

*Berry, Margaret Ann. Attitudes and Interests of High School Homemaking Students Toward Gainful Employment For Clothing Services. (Unpublished M.S. thesis, Oklahoma State University, 1967).

		Like	Not Like
19.	Work in which I may do some selling		
20.	Work in which maintenance of customer goodwill is essential		
21.	Work that must be done in a business establishment		
22.	Work where neat dress is required		
23.	Work where major decisions are made by someone more experienced		
24.	Work where I could have a variety of activities .		
25.	Work that can be done in or near a homelike atmosphere		
26.	Work in which there is opportunity for advancement		
27.	Work in which I would be mostly on my feet . . .		
28.	Work that involves only adults		
29.	Work in which I manage my own time and energy . .		
30.	Work that demands imagination and resourcefulness		
31.	Work done by machine		
32.	Work in which I have responsibility for handling money		
33.	Work that is scheduled by customer demand		
34.	Work that includes completion of a product . . .		
35.	Work done by hand		
36.	Work that involves only one part of something . .		
37.	Work where noise is always present		
38.	Work where competition is keen		
39.	Work that allows me to be mostly alone		
40.	Work that is definitely a specified number of hours per week		
41.	Work for which I am trained in one skill		
42.	Work in which salary is guaranteed		
43.	Work in which many others are present		
44.	Work that allows opportunity for overtime		
45.	Work that is in a clean, decorated establishment		
46.	Work in which my speed, ability, and output determine salary		
47.	Work that involves many employees		
48.	Work that takes me into other people's homes . .		
49.	Work that involves only a few employees		
50.	Work that involves various upkeep procedures . .		

CONCEPTS OF WORK

ASSIGNMENT: Divide up into groups and discuss various concepts of work. Analyze how each may influence a person's attitude toward work and his ability to perform work successfully.

1. Work is drudgery.
2. Work is lowly.
3. Man is designed for labor.
4. All play and no work makes Jack a dull boy.
5. Idleness is despair.
6. Work is honorable, dignified, and necessary.
7. Work gives meaning to life.
8. Only through dedicated work does man fulfill his purpose.
9. Man's perfection is in his work.
10. Work is the best wonder drug God ever gave to man.
11. No man needs sympathy because he has to work.
12. Every man's work shall be made manifest.

EMPLOYEE EVALUATION REPORT

(This form is sent out to the employer each grade check period

COMPANY_____ EMPLOYEE_____

SUPERVISOR_____ DATE _____ GRADE PERIOD ____

HOW DO YOU EVALUATE THE EMPLOYEE ON THE FOLLOWING POINTS? BE SURE TO CONSIDER EACH CHARACTERISTIC SEPARATELY.

	POOR	FAIR	GOOD	EXCELLENT	UNOBSERVED
I. PRODUCTION EFFICIENCY Amount of standard quality work he is capable of producing	____	____	____	____	____
II. INITIATIVE Ability to proceed with job without constant supervision	____	____	____	____	____
III. MENTAL ALERTNESS Ability to work with new ideas and to solve problems	____	____	____	____	____
IV. COOPERATIVENESS Ability to work with others and win good will of other employees	____	____	____	____	____
V. RESPONSIBILITY General attitude toward job and company	____	____	____	____	____
VI. LEADERSHIP Ability to direct activity to others and handle new problems	____	____	____	____	____
VII. HONESTY Attitude toward company time and property	____	____	____	____	____
VIII. ATTENDANCE Record for arriving at work on time and staying on the job unless excused	____	____	____	____	____

VOCATIONAL EDUCATION RATING SHEET

Will you please complete the following and return within 5 days

TRAINEE_____ Date_____

ATTENDANCE:

		Excellent	Satisfactory	Unsatisfactory
Regular	(Excellent)			
Occasionally Absent	(Satisfactory)			
Excessive Absense	(Unsatisfactory)			

ADJUSTMENT:

(Does this trainee) go about his work cheerfully?

Understand what is included in his duties?

Associate acceptably with fellow employees?

Manifest an interest in his work?

Contribute toward the welfare of your organization?

YOUR GRADE OF THIS STUDENT (Please Circle)
(See explanation below) A B C D E F

Explanation of Grading System:

Grade Symbol	Degree of Achievement	Explanation	Percentage of total
A	Superior	Approximately 90% of all marks are lower	10%
B	Above average	Approximately 70% of all marks are lower	20%
C	Average	Approximately 30% of all marks are lower	40%
D	Below average	Approximately 15% of all marks are lower	15%
E	Minimun passing mark	Approximately 5% of all marks are lower	10%
F	Unsatisfactory	Approximately No credit	5%

TRAINING AGENCY _____

RATED BY _____

POSITION _____

CONFIDENTIAL RATING REPORT FOR IN-SCHOOL EMPLOYEES

Report on _____ TO _____
(Name)

Work Station _____

Length of time at this work station _____

Please check the grade of work which you feel this student has done on the job. Above average, average, or below average.

PLEASE CHECK	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
Follows Directions			
Speed and amount of work			
Accuracy			
Interest In Work			
Cooperation			
Enthusiasm			
Dependability			
Courtesy and Tact			
General Appearance			
Confidence in Himself			
Regularity in Work			
Punctuality			
Rate of Improvement			

Does he do (only, more than, less than) what he is asked to do? _____

If he has any contacts with the public in his work, does he get along well? _____

In what ways does he need to strive most for improvement? _____

PERSONAL RATING CHART
Student Trainee

Student's Name _____ Date _____ Grade Period _____ Semester _____

Training Station _____ Student-trainee's Sponsor _____

In rating this student, please mark (x) the column that is the most applicable after each trait listed.

AFFIRMATIVE TRAITS

CO-OPERATION
- Shows sincerity and interest . . . ___
- Observes stores rules . . . . . ___
- Co-operates naturally and willingly ___
- Works harmoniously with employer or supervisor. . . . . ___
- Works harmoniously with other employees. . . . . ___

DEPENDABILITY
- Sticks to the job through difficulties . . . . . ___
- Assumes responsibility . . . . . ___
- Gets to work on time . . . . . ___
- Returns from lunch or relief on time . . . . . ___
- Does a dependable job, though supervision is not at hand . . . ___

MANNERS AND APPEARANCE
- Wears clean, neat clothes. . . . . ___
- Wears appropriate clothes for job. ___
- Shows courtesy to customers. . . . ___
- Shows consideration for other employees. . . . . ___
- Speaks in a refined voice. . . . . ___
- Maintains poise. . . . . ___

QUALITY OF WORK
- Shows skill and accuracy . . . . . ___
- Suggests additional merchandise. . ___
- Tries to make customer satisfied . ___

ATTITUDES
- Indicates enthusiasm for work. . . ___
- Asks for constructive criticism and help . . . . . ___
- Welcomes suggestions whole-heartedly. . . . . ___
- Feels that it is important to do a job well. . . . . ___
- Shows loyalty to firm. . . . . ___
- Maintains cheerful disposition . ___

INDUSTRY AND INITIATIVE
- Takes pride in completing job. . ___
- Works continuously . . . . . ___
- Studies merchandise when there are no customers . . . . . ___
- Does stock work. . . . . ___
- Shows ambition for advancement . ___

OBSERVATION AND MEMORY
- Observes customer types. . . . . ___
- Observes trends in customer's tastes . . . . . ___
- Observes selling points in merchandise. . . . . ___
- Remembers prices . . . . . ___
- Remembers stock locations. . . . ___
- Remembers customers and their names. . . . . ___
- Remembers customer's need and wants. . . . . ___

NEGATIVE TRAITS

- Headstrong. . . . . ___
- Talks too much. . . . . ___
- Talks too loudly. . . . . ___
- Requires tact in handling . . . . . ___
- Alibis. . . . . ___
- Indifferent to his work . . . . . ___
- Has to be told things to do . . . . ___
- Wastes time while on the job. . . . ___
- Chews gum . . . . . ___
- Complains about not feeling well. . ___
- Talks about personal life . . . . . ___

Remarks: _____

INTERVIEW SCHEDULE FOR BUSINESS ESTABLISHMENTS INVOLVING FOOD SERVICE

Part A GENERAL INFORMATION FROM INTERVIEWEE

1. Type of food service organization:

Cafe _____
Cafeteria _____
Coffee Shop _____
Drive-in _____
Restaurant _____
Specialty _____

2. Name of firm: _____

Address: _____ Telephone _____

3. Name of person interviewed: _____

Position of person interviewed:

Manager _____
Assistant-manager _____
Owner _____
Operator _____
Partner _____
Wife or relative of owner _____

4. Number of persons your establishment employs in food service:
1-5_____; 6-10_____; 11-15_____; 16-20_____; 21-25_____; 26-30_____; 31 plus_____.

5. Do you expect to increase this number within the next two years?

Yes _____
No _____
(By how many?) _____

6. How much are workers paid?

By the hour _____
By the day _____
By the week _____
By the month _____

7. Workers are employed: Full time___(Hours per week) _____
Part time___(Hours per week) _____

8. Is the wage scale dependent on the type of job? Yes_____No_____

9. What are the worker's benefits other than wages? _____

_____

_____

10. Your food service organization is composed of which of the following positions?

Manager	_____
Supervisor	_____
Cooks	_____
Fry cook or griddle cook	_____
Kettle cook	_____
Short order cook	_____
Cook's helper	_____
Baker or pastry cook	_____
Specialty cook	_____
Station cook	_____
Dishwasher	_____
Waiter	_____
Waitress	_____
Hostess or Host	_____
Carhops	_____
Janitor	_____
Other_____	_____
_____	_____
_____	_____

11. What are the most difficult vacancies to fill?_____

_____

12. In what positions do you have the most frequent turnover?_____

_____

13. Do you have difficulty in filling vacancies with qualified persons? 13. Yes_____No_____

Specify which jobs:_____

14. Which of the following characteristics do you consider most important in hiring a worker in food service?

	Check	Comment
Age	_____	_____
Appearance	_____	_____
Education	_____	_____
Marital Status	_____	_____
Personality	_____	_____
Training	_____	_____
Experience	_____	_____
Other	_____	_____

Part B WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

15. Would you be willing to work with the local schools in developing a training program? 15. Yes_____No_____

If so, in which of the following capacities?

Serving on advisory committee _____
Serving as consultant for class or individuals _____

(continued)

Cooperating in providing observation or field trip experiences _____
Providing opportunity for work experience _____
Supervising the development and improvement of skills _____
Assisting with evaluation of total program and work experiences of trainees _____
Other_____ _____

16. Would you be willing to allow students in the training program to observe and assist without pay for a short time? 16. Yes_____No_____

17. Would you be willing to provide part-time experience for the student workers? 17. Yes_____No_____

18. Would you be willing to arrange the student worker's work schedule to fit his class schedule?
18. Yes_____No_____

19. Which hours would you prefer the student worker to work?

19. Before school _____
Noon Hour _____
After 2:10 P.M. _____
After school _____
Evenings _____
Weekends _____

20. How <u>much</u> would student worker be paid?
20. By the hour _____
By the day _____
By the week _____
By the month _____

21. How many student workers could be employed at one time? _____

22. For which of the following groups do you feel this training would be the most valuable?

22. High school student _____
Post high school students _____
Recent high school non-graduates _____
Adults (20-50 years of age) _____
Older adults (over 50 years) _____

23. Would you give preference to employing a person who has completed the gainful employment program if you had an opening?
23. Yes_____No_____

24. Would workers with additional training have an opportunity for advancement? 24. Yes_____No_____

PART C PERSONAL QUALITIES DESIRED OF FOOD SERVICE WORKERS

25. Following is a list of personal qualities and work abilities. Indicate which of these are important in a person in food service by checking

(1) of LITTLE importance
(2) of SOME importance
(3) of GREAT importance

QUALITIES OR ABILITIES	(1) of LITTLE Importance	(2) of SOME Importance	(3) of GREAT Importance
High standards of work			
Neat habits			
Accuracy of work			
Ability to profit from constructive criticism			
Sanitation awareness			
Ability to work under pressure			
Ability to get along with others			
Willingness to do routine work			
Careful attention to details			
Ability to take orders			
Creative imagination			
Self confidence			
Alertness			
Patience			
Adaptability			
Perserverance			
Tact			
Initiative			
Promptness			
Responsibility			
Honesty			
Good Health			
Good grooming			
Poise			
Conversational ability			
Personal cleanliness			
Pleasant voice			

Part D SKILLS AND KNOWLEDGE REQUIRED OF FOOD SERVICE WORKERS

26. For which of the following foods would you expect the student worker to understand principles of preparation?

27. Check these foods which you expect the student worker to know how to prepare. (Possess skill in preparation.)

FOOD	Understanding of Principles	Skill in Preparation
Salads		
Congealed		
Tossed		
Salad dressings		
Soups		
Homemade		
Commercial		
Sandwiches		
Hot		
Prepared filling		
Burger type		
Pastry and filling		
Breads		
Quick		
Yeast		
Cookies		
Cakes		
Other baked desserts		
Vegetables		
Canned		
Fresh		
Frozen		
Protein cookery		
Milk		
Eggs and breakfast dishes		
Cheese		
Fish		
Poultry		
Meat		
Sauces and gravies		
Beverages		
Dispenser		
Milk base		
Coffee		
Tea		

28. What equipment would the student worker be expected to handle and care for?

Large Equipment		Small Equipment	
Broiler	___	Cheese slicer	___
Coffee makers	___	Dippers, ladles	___
Commercial mixer and attachments	___	Food chopper	___
Deep fat fryer	___	French whip	___
Drink machines	___	Griddles	___
Dishwashers	___	Grinder	___
Dough roller	___	Knives	___
Grill	___	Pots and pans	___
Ice cream machines/malt mixer	___	Salad maker	___
Ice makers	___	Skillet	___
Ranges	___	Special pans	___
Refrigerators, freezer	___	Toaster	___
Slicers	___	Other:_____	___
Stack oven	___	_____	___
Steamer and steam table	___	_____	___
Trunnion	___		
Other:_____	___		
_____	___		
_____	___		

29. Which of the following topics do you think would be important for classroom study or laboratory instruction in this training program?

Orientation to the world of work	_____
Personal grooming and cleanliness	_____
Safety in the kitchen	_____
Use and care of equipment	_____
Sanitation in the food industry	_____
Principles of quantity food preparation	_____
Kitchen lay-out for efficiency	_____
Proper food storage	_____
Scientific principles of cookery	_____
Table service	_____
Nutrition and menu planning	_____

30. Comments and/or reactions:

_____

_____

_____

_____

Interviewer:_____

Date:_____